

## **MCCORMICK MIDDLE**

801 Carolina Street  
McCormick, South Carolina 29835

**GRADES** 5-8 Middle School

**ENROLLMENT** 335 Students

**PRINCIPAL** Judy Davis 864-465-2243

**SUPERINTENDENT** Lloyd Hunter, Ed.D 864-465-2435

**BOARD CHAIR** Oscar New 864-465-2329

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	0	0	29	11

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 11 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

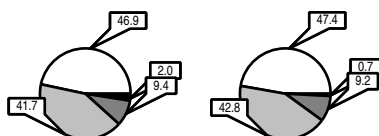
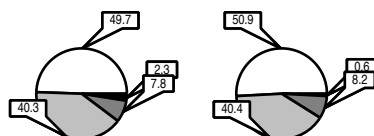
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	20	59	32
Percent satisfied with learning environment	70.0%	55.9%	51.7%
Percent satisfied with social and physical environment	65.0%	64.4%	56.7%
Percent satisfied with home-school relations	30.0%	78.0%	62.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	339	98.5	47.4	42.8	9.2	0.7	9.8	17.6
Gender								
Male	184	98.4	54.0	39.9	5.5	0.6	6.1	17.6
Female	155	98.7	40.1	45.8	13.4	0.7	14.1	17.6
Racial/Ethnic Group								
White	47	95.7	35.1	45.9	13.5	5.4	18.9	17.6
African-American	290	99.0	49.6	42.5	7.9	N/A	7.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	284	99.6	41.0	47.8	10.4	0.7	11.2	17.6
Disabled	55	92.7	92.1	7.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	339	98.5	47.2	42.9	9.2	0.7	9.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	339	98.5	47.0	43.0	9.3	0.7	9.9	17.6
Socio-Economic Status								
Subsidized meals	283	98.9	52.6	41.5	5.9	N/A	5.9	17.6
Full-pay meals	56	96.4	20.0	50.0	26.0	4.0	30.0	17.6

Mathematics								
All students	339	99.7	46.9	41.7	9.4	2.0	11.4	15.5
Gender								
Male	184	99.5	47.9	41.7	8.0	2.5	10.4	15.5
Female	155	100.0	46.2	42.0	10.5	1.4	11.9	15.5
Racial/Ethnic Group								
White	47	97.9	21.6	48.6	18.9	10.8	29.7	15.5
African-American	290	100.0	50.9	41.2	7.1	0.7	7.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	284	100.0	41.6	45.7	10.4	2.2	12.6	15.5
Disabled	55	98.2	84.2	13.2	2.6	N/A	2.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	339	99.7	46.7	42.1	9.2	2.0	11.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	339	99.7	46.5	42.2	9.2	2.0	11.2	15.5
Socio-Economic Status								
Subsidized meals	283	99.6	50.6	41.5	7.1	0.8	7.9	15.5
Full-pay meals	56	100.0	27.5	45.1	19.6	7.8	27.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	87	N/A	46.0	41.4	12.6	N/A	12.6
	Grade 6	80	N/A	45.6	39.2	15.2	N/A	15.2
	Grade 7	73	N/A	37.5	48.6	13.9	N/A	13.9
	Grade 8	78	N/A	54.3	40.0	4.3	1.4	5.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	79	100.0	51.4	39.2	9.5	N/A	9.5
	Grade 6	94	98.9	45.3	43.0	9.3	2.3	11.6
	Grade 7	92	96.7	47.6	45.2	7.1	N/A	7.1
	Grade 8	74	98.6	45.2	43.5	11.3	N/A	11.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	87	N/A	55.2	36.8	5.7	2.3	8.0
	Grade 6	80	N/A	50.6	40.5	7.6	1.3	8.9
	Grade 7	73	N/A	73.6	18.1	6.9	1.4	8.3
	Grade 8	78	N/A	64.3	32.9	2.9	N/A	2.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	79	100.0	45.9	41.9	10.8	1.4	12.2
	Grade 6	94	98.9	44.2	39.5	11.6	4.7	16.3
	Grade 7	92	100.0	54.1	40.0	4.7	1.2	5.9
	Grade 8	74	100.0	41.9	46.8	11.3	N/A	11.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 335)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	7.2%	14.4%
Retention rate	8.9%	Up from 2.6%	3.7%	2.3%
Attendance rate	94.9%	Down from 95.9%	94.7%	95.2%
Eligible for gifted and talented	6.6%	Up from 6.4%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.7%	Up from 14.6%	16.4%	14.1%
Older than usual for grade	8.4%	Up from 6.3%	8.3%	4.9%
Suspended or expelled	2.1%	Up from 0.6%	1.8%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	29.2%	Down from 44.0%	47.1%	47.1%
Continuing contract teachers	54.2%	Up from 48.0%	76.5%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	68.5%	Down from 75.8%	79.1%	84.3%
Teacher attendance rate	95.3%	Up from 92.5%	94.3%	95.0%
Average teacher salary	\$33,173	Down 5.0%	\$38,764	\$39,924
Prof. development days/teacher	12.0 days	Up from 6.1 days	11.3 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	21.5 to 1	Up from 18.7 to 1	18.6 to 1	21.0 to 1
Prime instructional time	89.1%	Up from 87.2%	86.8%	88.9%
Dollars spent per pupil*	\$6,595	Down 2.9%	\$6,480	\$5,854
Percent spent on teacher salaries*	60.1%	Up from 57.1%	59.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	80.5%	Up from 58.1%	81.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

McCormick Middle School has made significant progress during the 2002-2003 school term. We are dedicated to providing a comprehensive and challenging educational program to maximize student achievement.

During the 2002-2003 school term our plan for improvement included the implementation of Standards in Practice to ensure that instruction and assessment are standards based. After-school tutorial programs (ARK, CADE, and the Homework Center) provided opportunities not only for academic remediation but for academic acceleration as well.

Our community outreach featured an Academic Night Supper, Community Meetings Preparing Parents for PACT, Homework Workshops, and Computer Classes for Parents. The High Performance Partnership with Savannah Lakes Village Property Owners Association brought together a community of volunteers and mentors who have made substantial progress with our students. Raising student achievement and encouraging students to make positive choices and positive changes in their lives is an invaluable service provided by this partnership.

As we acknowledge the accomplishments and successes made this school term, we recognize the challenges facing our school as we work to ensure that our students reach their academic potential.

The support and hard work of our School Improvement Council and our Parent Teacher Organization have been tremendous, but we must continue to grow in parental involvement and community support. Working together we continue to provide a safe, positive environment where students succeed.

Judy Davis  
Principal 2002-2003

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.